



## Usage of Open Educational Resources among the Faculty Members of Kurukshetra University

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### **Abstract**

This study explores the use of Open Education Resources (OER) among faculty members of Kurukshetra University (KU), Kurukshetra. The findings of the questionnaire based study reveal that 100 percent faculty members of KU are aware with online resources and 75 percent are aware about OER. Majority of faculty members i.e. 93 percent used online resources for writing research papers. This study presents the positive attitude towards OER and online resources. It is suggested that user education program should be organized on regular basis to remove the barriers in locating the appropriate OERs.

**Keywords** :Open Educational Resources, Online Resources, OER, Faculty Member, Kurukshetra University



## **1.Introduction**

In the digital worldwide movement towards an open knowledge society, open educational resources (OER) have become a prominent contributor as a medium of education, research, and training. In many countries the phenomenon of OER is still in a nascent stage. Although the countries are massively investing in the growth and usage of ICT, it still requires the acceptance of OER as a medium of education, research, or training. Particularly, the adoption and usage of OER possess several challenges such as accessibility, reliability, copyright, recognition by universities etc. OER are teaching, learning, and research resources that reside in the public domain or have been released under an intellectual property license that permits their free use and re-purposing by others. OER are educational materials that are specifically designed by their creator/s to be openly available, and are often licensed to be re-used, re-mixed, and re-distributed. Open is not just about low cost (though that is an important benefit of using OER) but about the ability to take what others have created, customize it for your specific educational needs, and then share your creation with others. OER is a distinct way of learning in the modern era, without any geographical barriers and money. In India, SWAYAM, NPTEL, MOOC, NDL and e-PG Pathshala are the platforms providing full courses, course materials, modules, textbooks, streaming videos, tests, software, and any other tools, materials, or techniques used to support access to knowledge.

## **2. Open Educational Resources**

Open educational resources (OER) are teaching and learning materials that are freely available to students, educators, and the public. They are openly licensed so that others can adopt or reuse this material for their own purposes. The 5 Rs are the main characteristics of OER and these 5 Rs (Retain, Reuse, Revise, Remix and Redistribute) denote its meaning in the best way.

William and Flora Hewlett Foundation mention that “OER are teaching, learning, and research resources that reside in the public domain or have been released under an intellectual property license that permits their free use and re-purposing by others. Open educational resources include full courses, course materials, modules, textbooks, streaming videos, tests, software, and any other tools, materials, or techniques used to support access to knowledge.” (Bell, Steven 2015)



### 3. Objectives of the Study

The main objectives of the study are as follows:

- To know awareness regarding OERs among Faculty Members of KU.
- To know the usage of various types of OERs among Faculty Member of KU.
- To find out which OERs platform is best among Faculty Members of KU.
- To find out the challenges to choose the appropriate OERs among Faculty Members of KU.
- To overcome the challenges faced by Faculty Members in accessing the OERs.

### 4. Review of Literature

The important related studies discussed in the form of review of literature are as under:

**Johnson et.al. (2021)** conducted a study on “Attitudes and Awareness of Regional Pacific Island Students Towards e- learning”. This study found that the most of the students had a positive attitude toward e-learning in conjunction with the previous experience of the University of the South Pacific in distance education, are likely to have contributed to its relatively successful transition from face-to-face to online learning because of the COVID-19 pandemic.

**Purkayastha & Sinha (2021)** conducted a study as “Awareness on Massive Open Online Courses (MOOCs) among the Postgraduate Students of Northeast India with Special Reference to Assam University, Silchar and Tripura University, Agartala: A Study”. The study found that MOOCs are a positive development in education, allowing border exposure for the student to study anytime, anywhere and opportunities for uplifting knowledge and Degree. The study also concludes that the students are interested in pursuing the Massive Open Online Course, but they have less knowledge as to how to enroll in any Massive Open Online Course.

**Miracle (2020)** conducted a study on “An Assessment of Open Educational Resources by Students in Selected Academic Institutions in Southwest, Nigeria”. The study illustrates that Male students use more OER than females. The finding indicates that 21.4% of student’s access OER through multimedia, while 32.5% of students access OER with their laptops because they are portable and convenient to move from one location to another. The analysis also shows that master’s degree students had 20.6% awareness of OER than the students of other classes.

**Subaveerapandiyan & H, F. A. A (2020)** conducted a study on “Awareness and Usage of SWAYAM Courses among Library and Information Science Students: A Survey”. The study



reveals that a majority of respondents are aware of the SWAYAM courses. Respondents were aware of these courses through their teachers. And 74.73% of the respondents replied that their university was providing an orientation programme on SWAYAM. **Hilton (2016)** concluded in his study “Open Educational Resources and College Textbook Choices: A Review of Research on Efficacy and Perceptions” that multiple studies indicate that students generally achieve the same learning outcomes when OER are utilized and simultaneously save significant amount of money. Studies across a variety of settings indicate that both students and faculty are generally positive regarding OER. The collective results of the different studies discussed in this article. Because students and faculty members generally find that OER are comparable in quality to traditional learning resources, and that the use of OER does not appear to negatively influence student learning, one may question the value of traditional textbooks. The study further shows that OER provides financial benefits to students (and the parents and taxpayers who support them) without any decrease in their learning outcomes. **Dhanani, Chavda, Patel & Tandel (2016)** conducted a study on “Awareness and Utilization of Massive Open Online Course (MOOC) And Video Series as Continuous Learning Tools for Faculties”. The study found that 108 faculty members participated in the study and found that use of the internet and online discussion tools for educational purpose is popular frequent among the faculty members. **Harsasi (2015)** concluded in his study “The Use of Open Educational Resources in Online Learning: A Study of Students’ Perception” that the OER is new for the students and can help them to have a better understanding about a topic. The results also showed that video has been found as the most interesting OER for students. **Houston (2020)** conducted a study on “Awareness and Usage of MOOCs: The Underrepresented Experience. The study shows that education providers, economists, educational technology developers, even politicians, to equally distribute educational and technological resources, especially in low-income communities.

## 5. Methodology

The survey method is designed to collect the primary data from faculty members of Kurukshetra University, Kurukshetra for the present study. Random sampling method was used to collect data from the Faculty Members. A well-structured questionnaire was designed to collect the primary data of the user. A total 65 questionnaires were distributed, out of which 60 filled questionnaires were received from the Faculty members.



## 6. Data Analysis and Interpretation

**Table 1**

**Awareness regarding Online Resources**

S. No.	Awareness of Online Resou	Respondents
1.	Yes	60 (100 %)
2.	No	0
3.	Total	60 (100 %)

The above table 1 shows the awareness regarding online resources among the faculty members of Kurukshetra University, Kurukshetra, and found that 60 (100%) faculty members are familiar about online resources. This study supports the findings of Patel and Tandel (2016) which shows that most of faculty members were aware about online resources.

**Table 2**

**Familiarity with Online Resources**

S. No.	Familiarity with Online Resources	Respondents
1.	Through Seminar, Webinar and Works	45 (75 %)
2.	Library Web Service	5 (8.3%)
4.	Through Librarians	6 (10 %)
5.	Through Colleagues	15 (25 %)

The above table 2 shows that majority of faculty members of Kurukshetra University i.e.45 (75 %) became aware about Open Educational Resources (OER) through user education program where as 15 (25%) faculty members of Kurukshetra University became aware through colleagues. Only 6 (10 %) faculty members revealed that they were aware about OER through librarians and 5 (8.3 %) faculty members of Kurukshetra University became aware through library websites. User education program played a major role to aware about OER among faculty members of Kurukshetra University.

**Table 3**



### Purpose of using Online Resources

S. No.	Purpose	Respondents
1.	To enhance knowledge	41 (68.33%)
2.	Access to desired literature	35 (58.33%)
3.	For getting current information regarding specific subject	50 (83.33%)
4.	For paper presenting in seminars	51 (85%)
5.	For writing research articles	56 (93.33%)

The table 3 shows that majority of faculty members of Kurukshetra University i.e.56 (93.3%) are used OER for writing research articles whereas around about 84 percent faculty members of Kurukshetra University are used OER for getting current information regarding specific subject and for paper presenting in seminars. More than 50 percent faculty members are used OER to enhance knowledge and access to desired literature.

**Table 4**

### Awareness about OER

S. No.	Awareness regarding OER	Respondents
1.	Yes	60(100%)
2.	No	0
3.	Total	60 (100%)

The above table 4 shows that 60 (100 %) faculty members of Kurukshetra University are ware about OER.

**Table 5**

### Awareness Regarding types of OER

S. No.	Awareness regarding types of OER	Respondents
1.	Digital Library of India	32 (53.33%)
2.	ShodhGangotri	35 (58.33 %)
3.	SWAYAM	46 (76.66 %)
4.	NPTEL	39 (65%)



<b>5.</b>	<b>Shodhganga</b>	<b>52 (86.66%)</b>
<b>6.</b>	<b>e-PG Pathshala</b>	<b>35 (58.33%)</b>

The data of the table 5 shows that 52 (86.66%) of Faculty members of Kurukshetra University are aware Shodhganga Online Education Resources, followed by the 35 (58.33%) Faculty members know ShodhGangotri, 39 (58.33%) Faculty members are aware about NPTEL and 35 (58.33%) faculty members are aware to e-PG Pathshala, 32 (53.33%) National Digital Library of India.

**Table 6**

**Familiar with Open Educational Resources**

<b>S. No.</b>	<b>Familiar with OER</b>	<b>Respondents</b>
<b>1.</b>	<b>Through Seminar, Webinar and Workshop</b>	<b>42 (70 %)</b>
<b>2.</b>	<b>Read articles about it.</b>	<b>25 (41.66%)</b>
<b>3.</b>	<b>Library Home Page</b>	<b>5 (8.3%)</b>
<b>4.</b>	<b>By yourself</b>	<b>51 (85 %)</b>
<b>5.</b>	<b>Provided by institution.</b>	<b>45 (75%)</b>

Above Table 6 shows that 91 (63.63%) Faculty members of Kurukshetra University are familiar with Online Education Resources through reading articles on it whereas 51 (85%) Faculty members with OER through yourself. The data further show that 45 (75%) Faculty members aware about OER because it is provided by the Institution.

**Table 7**

**Usage of Open Educational Resources (OER)**

<b>S. No.</b>	<b>Use of Open Educational Resource</b>	<b>Respondents</b>
<b>1.</b>	<b>Yes</b>	<b>60 (100%)</b>
<b>2.</b>	<b>No</b>	<b>0</b>
<b>3.</b>	<b>Total</b>	<b>60 (100%)</b>

The table shows that 60 (100%) Faculty Members of Kurukshetra University are using Online Education Resources.



**Table 8**  
**Most Relevant and Useful Open Educational Resources**

S. No.	Types of OER Used	Respondents
1.	Shodhganga	58 (96.66%)
2.	ShodhGangotri	32 (53.33%)
3.	National Digital Library (NDL)	46 (76.66%)
4.	SWAYAM	51 (85 %)
5.	National Program on Technology Enhanced Learning (NPTEL)	36 (60%)

The concept of OERs and online resources are actively assessed among faculty members. The above table 8 shows that most relevant and useful OER among Faculty members Shodhganga is most relevant and useful Open Educational Resources among 58 (96.66%) Faculty members of Kurukshetra University, followed by 51 (85 %) SWAYAM, then 46(76.66%) National Digital Library of India, 32(53.33%) ShodhGangotri whereas 36(60%) Faculty member opined that NPTEL (National Program on Technology Enhanced Learning) is good academic platform for all type of engineering learners.

**Table 9**  
**Best Channel/Medium/ Platform of OER**

S. No.	Best Channel/Medium/ Platform of OER	Respondents
1.	Google Meet	59 (98.33%)
2.	Cisco Webex	15 (25%)
3.	GoToMeeting	0
4.	Microsoft Corporation Team	35 (58.33%)
5.	Zoom	16 (26.66%)

The table shows that 59 (98.33%) Faculty Member of Kurukshetra University are using google meet Online Education Resource, followed by 35 (58.33%) who use Cisco Webex. 16 (26.66%) use Zoom.

**Table 10**





### Challenges Faced by the Respondents

S. No.	Challenge Faced	Respondents
1.	Difficulties in locating the appropriate OERs	25 (41.66%)
2.	Poor Network	52 (86.66%)
3.	Fear over Copyright Infringement	0
4.	Time Intensive OER Selection Process	21 (35 %)

The above table shows that 52 (86.66%) Faculty members of Kurukshetra University are facing the problem poor network connection, 25 (41.66%) followed by Faculty members who face difficulties in locating the appropriate OERs and 21(35%) are of the opinion that it is time Intensive OER Selection Process.

#### Conclusion

In the present scenario, OERs are the most effective mode for online learning. The study showed that faculty members of Kurukshetra University are well aware about the online learning and Open Educational Resources (OERs) and they are very keen to use their researches. As per the findings of the study OERs are the wonderful tools and can play a significant role in research and teaching. The study further found that the Kurukshetra University needs organize workshops for removing difficulties in locating the appropriate OERs. There is need to improve the quality of internet facility so that faculty members can use it effectively.

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